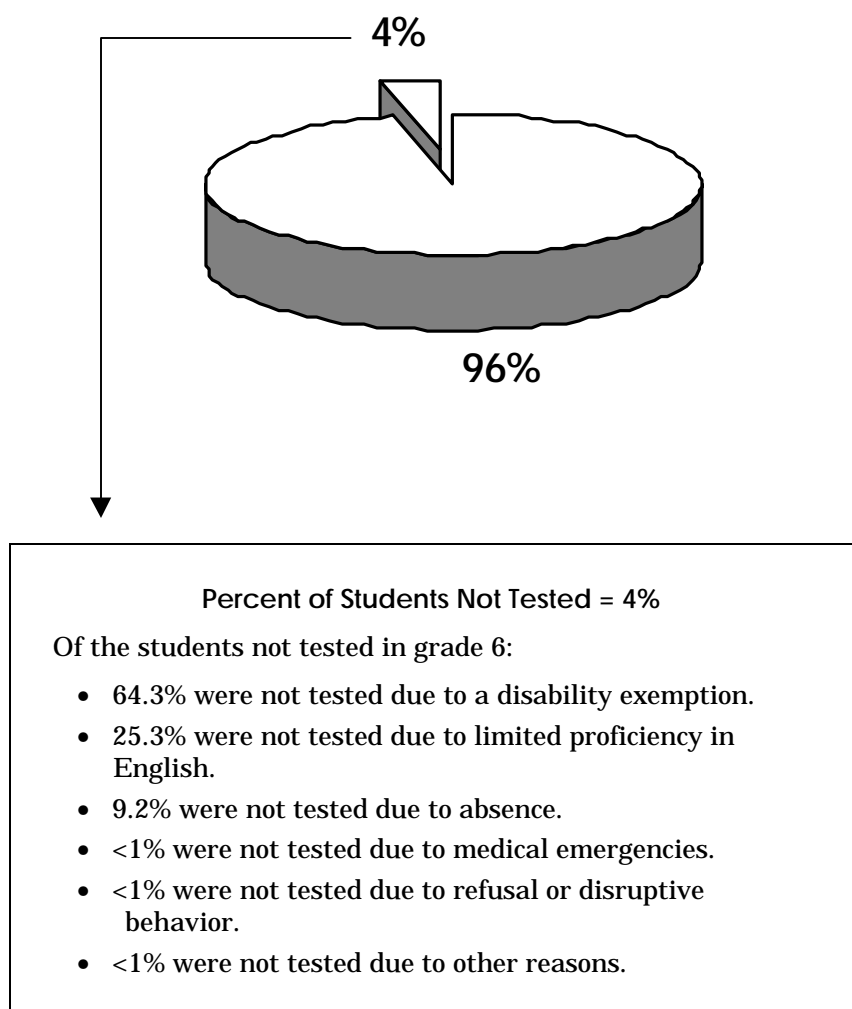


## VIRGINIA'S 2000 PERFORMANCE ON *STANFORD 9* – GRADE 6

### Students Not Tested

*Stanford 9* Intermediate 2 Form TA, Abbreviated was administered in Fall 2000 to 87,358 sixth grade students in Virginia, or 96% of the students enrolled in grade 6 at the time. A student who did not take the test may not have done so due to a variety of reasons, but such a situation would most likely have been the result of an exemption from testing in the student's Individual Education Plan (IEP), Section 504 Management Tool, or LEP (limited English proficiency) Participation Form. Other possible reasons are described in "Who Is Tested on *Stanford 9*?" on page 14 and included in Figure 6.1 below.

Figure 6.1 – *Stanford 9*, Fall 2000, Grade 6  
Reasons Students Not Tested

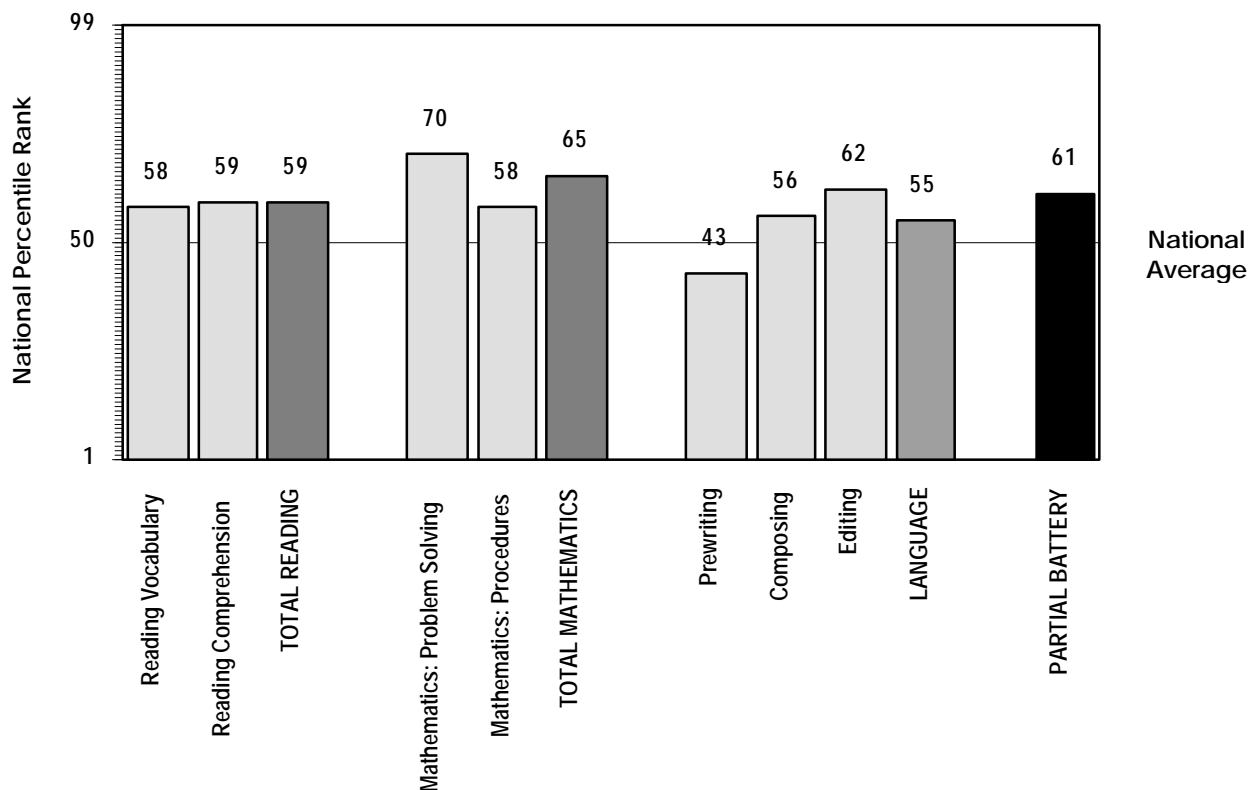


## Grade 6 performance

## Statewide Percentile Ranks

Figure 6.2 shows the statewide national percentile ranks for the Fall 2000 grade 6 administration of *Stanford 9* in VSAP. Repeating what was seen in 1999, overall student performance on the subtests in the areas of reading and mathematics was consistently above the 50th percentile, as was all but one of the language subtests. The partial battery score, which provides an indication of overall performance on the test, was at the 61st percentile for Virginia sixth grade students. This means that the “average” Virginia sixth grader did as well as or better than 61% of the students in the norm group when the results of the reading, mathematics, and language subtests are combined.

Figure 6.2 – *Stanford 9*, Fall 2000, Grade 6  
Statewide National Percentile Ranks



## Quartiles

When reviewing average national percentile ranks for a group of students (in this case, Virginia sixth graders), the interpreter is looking at percentile ranks that correspond to average scores of the entire group. However, it is often important to interpret how the group's performance is distributed across the entire range of potential performance—review of performance quartiles will facilitate such an interpretation.

Each of the four quartiles represents a range of scores for one quarter (25%) of the students in the national norm group. Quartiles range from Q1 through Q4, with Q4 representing the 25% of students whose scores were the highest; conversely, Q1 represents the 25% of students in the norm group with the lowest scores. The split between Q2 and Q3 is the absolute mid-point of the norm group: that is, 50% of the students in the norm group scored below this point and 50% of the students scored above it.

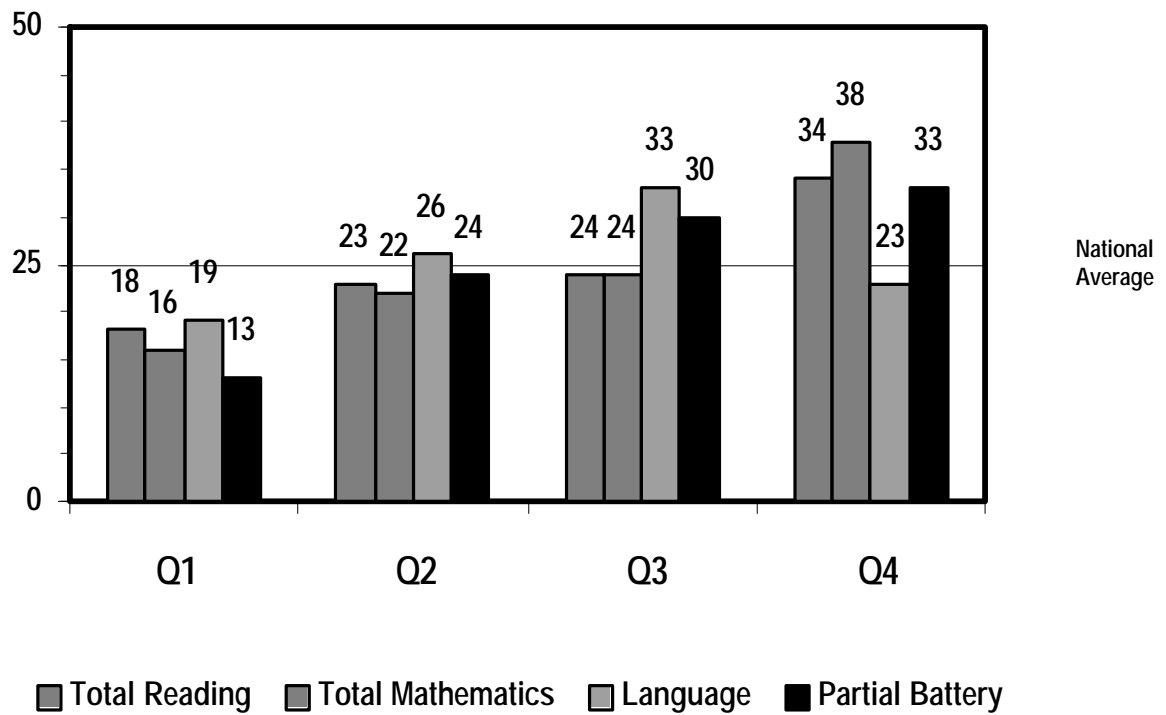
Figure 6.3 on page 29 displays the performance on *Stanford 9* in terms of the percentage of Virginia sixth grade students whose scores fall in each of four national quartiles.

In reviewing Virginia's percentages of sixth graders in the four quartiles, the following points can be observed:

- 1) Total Reading
  - in the lowest quartile, Q1, 18% as opposed to the national norm group's 25%; and
  - in the top quartile, Q4, 34% as opposed to the norm group's 25%.
- 2) Total Mathematics
  - in the lowest quartile, 16% as opposed to the norm group's 25%; and
  - in the top quartile, 38% as opposed to 25% of the norm group.
- 3) Language
  - in the lowest quartile, 19% as opposed to the norm group's 25%; and
  - in the top quartile, 23% as opposed to 25% of the norm group.
- 4) Partial Battery (or overall performance on *Stanford 9*)
  - in the lowest quartile, 13% as opposed to the national norm group's 25%; and
  - in the top quartile, 33% as opposed to 25% of the norm group.

## Grade 6 performance

Figure 6.3 – *Stanford 9*, Fall 2000, Grade 6  
Percentage of Virginia Students in Each National Quartile



## Grade 6 performance

## Subgroup Performance

In interpreting test scores, it is important to look at the performance of selected subgroups. In the Fall 2000 VSAP administration of *Stanford 9*, ethnicity and gender identification information was provided on more than 99% of the sixth grade answer documents.

- Gender

Table 6.4 provides the following for each gender group and for students whose gender was not identified: the total number tested, percentage of the total represented by the group, and the group's national percentile rank and mean scaled score.

The population of sixth grade females obtained higher percentile ranks than grade 6 males in all areas except Mathematics: Problem Solving—though the respective percentile ranks for that subtest are the same (70), males had a slightly higher mean scaled score than females.

Table 6.4 – *Stanford 9*, Fall 2000, Grade 6  
Statewide National Percentile Ranks (PR) and Mean Scaled Scores (SS) by Gender

Gender	Female		Male		Not identified	
Number Tested *	<b>41,488</b>		<b>41,236</b>		<b>4</b>	
Percentage of the Total **	<b>47.5</b>		<b>47.2</b>		<b>&lt;1</b>	
	PR	SS	PR	SS	PR	SS
Reading Vocabulary	61	676.7	56	671.1	***	***
Reading Comprehension	62	670.7	55	663.3	***	***
<b>TOTAL READING</b>	<b>62</b>	<b>672.7</b>	<b>56</b>	<b>666.1</b>	<b>***</b>	<b>***</b>
Mathematics: Problem Solving	70	668.6	70	669.1	***	***
Mathematics: Procedures	60	668.5	56	663.8	***	***
<b>TOTAL MATHEMATICS</b>	<b>66</b>	<b>667.4</b>	<b>64</b>	<b>665.8</b>	<b>***</b>	<b>***</b>
Prewriting	46	625.5	40	618.9	***	***
Composing	60	642.1	52	632.7	***	***
Editing	67	644.2	55	630.9	***	***
<b>LANGUAGE</b>	<b>60</b>	<b>638.1</b>	<b>49</b>	<b>627.3</b>	<b>***</b>	<b>***</b>
<b>PARTIAL (Basic) BATTERY</b>	<b>64</b>	<b>N/A</b>	<b>59</b>	<b>N/A</b>	<b>***</b>	<b>N/A</b>

## NOTES:

\* Overall, 87,358 students were tested in grade 6 in Fall 2000—this total includes students who tested with non-standard accommodations. Because test results of students testing with non-standard accommodations have been excluded from all summary data (including these subgroup summaries), the numbers shown for the various subgroups will not necessarily add up to the total number tested.

\*\* Percentages shown are based upon the total of 87,358 tested.

\*\*\* To maintain confidentiality of individual students' results, a given subgroup's summary data are not presented for any subtest or subject area total that is taken by 10 or fewer students in the subgroup.

**N/A** Scaled scores are not available for the *Stanford 9* Partial Battery.

## Grade 6 performance

- Ethnicity

Table 6.5 provides the following for each ethnic group and for students whose ethnicity was not identified: the total number tested, percentage of the total represented by the group, and the group's national percentile rank and mean scaled score.

Percentile ranks were at or above the national average (50th percentile) in five of the 11 content areas and totals for American Indian/Alaskan Natives (up from two in 1999) and in all 11 areas for Asian/Pacific Islanders, while Black students scored below the national average in all areas. Percentile ranks for Hispanic students were at or above the national average in eight areas, and White students were at or above the national average in ten.

Table 6.5 – *Stanford 9*, Fall 2000, Grade 6  
Statewide National Percentile Ranks (PR) and Mean Scaled Scores (SS) by Ethnicity

Ethnicity		American Indian/ Alaskan Native		Asian / Pacific Islander		Black		Hispanic		White		Ethnicity Not Identified	
Number Tested *		<b>437</b>		<b>2,987</b>		<b>22,430</b>		<b>3,135</b>		<b>52,087</b>		<b>1,652</b>	
Percentage of the Total **		<b>&lt;1</b>		<b>3.4</b>		<b>25.7</b>		<b>3.6</b>		<b>59.6</b>		<b>1.9</b>	
		PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS
Reading Vocabulary		51	665.8	64	681.0	40	654.0	50	665.1	65	682.3	62	678.6
Reading Comprehension		47	655.2	71	680.5	37	643.4	51	659.3	67	676.8	62	671.0
TOTAL READING		<b>48</b>	<b>658.8</b>	<b>69</b>	<b>680.1</b>	<b>37</b>	<b>647.8</b>	<b>51</b>	<b>661.1</b>	<b>67</b>	<b>678.3</b>	<b>63</b>	<b>673.7</b>
Mathematics: Problem Solving		57	655.0	85	690.8	47	644.5	64	662.0	78	678.4	74	674.8
Mathematics: Procedures		44	650.1	79	694.4	39	643.9	53	660.2	65	674.5	62	670.4
TOTAL MATHEMATICS		<b>51</b>	<b>651.9</b>	<b>84</b>	<b>691.8</b>	<b>42</b>	<b>643.4</b>	<b>59</b>	<b>660.0</b>	<b>73</b>	<b>675.5</b>	<b>70</b>	<b>671.9</b>
Prewriting		34	611.1	54	634.9	33	610.3	41	619.5	47	626.9	44	623.6
Composing		48	629.0	64	646.4	44	624.1	49	630.0	61	643.1	57	639.0
Editing		50	625.1	75	653.2	44	619.1	55	630.7	68	645.0	64	640.2
LANGUAGE		<b>43</b>	<b>620.9</b>	<b>68</b>	<b>646.8</b>	<b>39</b>	<b>616.7</b>	<b>48</b>	<b>626.0</b>	<b>61</b>	<b>639.2</b>	<b>57</b>	<b>635.2</b>
PARTIAL (Basic) BATTERY		<b>50</b>	<b>N/A</b>	<b>75</b>	<b>N/A</b>	<b>42</b>	<b>N/A</b>	<b>55</b>	<b>N/A</b>	<b>68</b>	<b>N/A</b>	<b>65</b>	<b>N/A</b>

## NOTES:

\* Overall, 87,358 students were tested in grade 6 in Fall 2000—this total includes students who tested with non-standard accommodations. Because test results of students testing with non-standard accommodations have been excluded from all summary data (including these subgroup summaries), the numbers shown for the various subgroups will not necessarily add up to the total number tested.

\*\* Percentages shown are based upon the total of 87,358 tested.

**N/A** Scaled scores are not available for the *Stanford 9* Partial Battery.

## Grade 6 performance

- Students with Limited English Proficiency

Table 6.6 provides the following data for grade 6 students identified as having limited proficiency in English: the total number tested, the group's national percentile rank, and the group's mean scaled score.

Table 6.6 – *Stanford 9*, Fall 2000, Grade 6  
Statewide National Percentile Ranks (PR) and Mean Scaled Scores (SS) for  
Students with Limited English Proficiency (LEP)

Number Tested *	<b>455</b>	
Percentage of the Total **	<b>&lt;1</b>	
	PR	SS
Reading Vocabulary	34	646.9
Reading Comprehension	32	638.5
<b>TOTAL READING</b>	<b>32</b>	<b>642.1</b>
Mathematics: Problem Solving	51	649.2
Mathematics: Procedures	47	653.0
<b>TOTAL MATHEMATICS</b>	<b>49</b>	<b>649.9</b>
Prewriting	32	608.2
Composing	39	618.4
Editing	38	612.2
<b>LANGUAGE</b>	<b>34</b>	<b>611.8</b>
<b>PARTIAL (Basic) BATTERY</b>	<b>42</b>	<b>N/A</b>

## NOTES:

\* Because test results of students testing with non-standard accommodations have been excluded from all summary data (including this subgroup summary), the number tested shown above does not necessarily include *all* LEP students.

\*\* The percentage indicated is based upon the total of 87,358 LEP and non-LEP students who took the test.

**N/A** Scaled scores are not available for the *Stanford 9* Partial Battery.

## Grade 6 performance

- Students with Disabilities

Table 6.7 provides the following data for grade 6 students identified in each of the various disability categories: the total number tested, the group's national percentile rank, and the group's mean scaled score.

Table 6.7 – *Stanford 9*, Fall 2000, Grade 6  
Statewide National Percentile Ranks (PR) and Mean Scaled Scores (SS) by Disability

Description	ALL (Data for ALL disabled students)		MR (Mental Retardation, both TMR and EMR)		SPD (Severe and Profound Disabilities)		MD (Multiple Disabilities)		OI (Orthopedic Impairment)		VI (Visual Impairment)	
Number Tested	<b>5,956</b>		<b>59</b>		<b>1</b>		<b>21</b>		<b>23</b>		<b>18</b>	
	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS
Reading Vocabulary	32	644.7	6	596.8	*	*	22	630.0	66	683.8	41	656.2
Reading Comprehension	29	634.6	6	592.1	*	*	24	628.8	47	654.7	30	635.7
<b>TOTAL READING</b>	<b>29</b>	<b>639.1</b>	<b>5</b>	<b>594.1</b>	<b>*</b>	<b>*</b>	<b>19</b>	<b>625.1</b>	<b>56</b>	<b>667.0</b>	<b>32</b>	<b>641.8</b>
Mathematics: Prob. Solving	43	641.3	6	584.3	*	*	37	635.2	69	665.8	38	636.6
Mathematics: Procedures	31	633.6	6	587.1	*	*	32	635.4	43	647.2	25	626.3
<b>TOTAL MATHEMATICS</b>	<b>36</b>	<b>637.6</b>	<b>5</b>	<b>587.7</b>	<b>*</b>	<b>*</b>	<b>35</b>	<b>635.9</b>	<b>56</b>	<b>657.0</b>	<b>30</b>	<b>631.3</b>
Prewriting	26	599.7	10	569.9	*	*	25	598.6	44	623.6	27	600.6
Composing	33	611.3	9	570.8	*	*	23	597.4	42	621.6	23	597.4
Editing	30	603.3	8	566.4	*	*	29	600.8	61	637.1	31	604.5
<b>LANGUAGE</b>	<b>26</b>	<b>603.1</b>	<b>5</b>	<b>567.9</b>	<b>*</b>	<b>*</b>	<b>23</b>	<b>598.2</b>	<b>49</b>	<b>627.0</b>	<b>25</b>	<b>601.5</b>
<b>PARTIAL (Basic) BATTERY</b>	<b>35</b>	<b>N/A</b>	<b>6</b>	<b>N/A</b>	<b>*</b>	<b>N/A</b>	<b>33</b>	<b>N/A</b>	<b>63</b>	<b>N/A</b>	<b>30</b>	<b>N/A</b>

Description	HI (Hearing Impairment)		LD (Learning Disability)		SED (Serious Emotional Disturbance)		SLI (Speech or Language Impairment)		OHI (Other Health Impairment)		PD (Physical Disability)	
Number Tested	<b>46</b>		<b>3,455</b>		<b>514</b>		<b>419</b>		<b>645</b>		<b>6</b>	
	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS
Reading Vocabulary	21	630.4	26	637.3	30	640.9	50	664.6	33	645.5	*	*
Reading Comprehension	20	622.0	24	628.2	21	624.5	51	659.0	26	631.8	*	*
<b>TOTAL READING</b>	<b>20</b>	<b>627.6</b>	<b>24</b>	<b>632.4</b>	<b>23</b>	<b>632.2</b>	<b>51</b>	<b>661.3</b>	<b>28</b>	<b>637.6</b>	<b>*</b>	<b>*</b>
Mathematics: Prob. Solving	41	639.2	37	634.8	29	625.9	65	663.9	36	634.5	*	*
Mathematics: Procedures	32	635.6	26	627.4	19	616.1	54	661.7	22	622.0	*	*
<b>TOTAL MATHEMATICS</b>	<b>36</b>	<b>637.1</b>	<b>30</b>	<b>631.2</b>	<b>22</b>	<b>622.5</b>	<b>61</b>	<b>662.0</b>	<b>28</b>	<b>628.8</b>	<b>*</b>	<b>*</b>
Prewriting	23	595.6	22	594.5	19	588.4	39	616.9	25	599.1	*	*
Composing	32	610.0	29	605.6	25	600.9	51	632.4	29	606.4	*	*
Editing	34	607.0	23	594.4	23	593.8	54	629.6	27	599.2	*	*
<b>LANGUAGE</b>	<b>25</b>	<b>601.2</b>	<b>20</b>	<b>596.1</b>	<b>18</b>	<b>592.1</b>	<b>48</b>	<b>626.2</b>	<b>23</b>	<b>599.7</b>	<b>*</b>	<b>*</b>
<b>PARTIAL (Basic) BATTERY</b>	<b>33</b>	<b>N/A</b>	<b>29</b>	<b>N/A</b>	<b>25</b>	<b>N/A</b>	<b>56</b>	<b>N/A</b>	<b>30</b>	<b>N/A</b>	<b>*</b>	<b>N/A</b>

(Table 6.7 is continued on the following page.)

## NOTES:

\* To maintain confidentiality of individual students' results, a given subgroup's summary data are not presented for any subtest or subject area total that is taken by 10 or fewer students in the subgroup.

**N/A** Scaled scores are not available for the *Stanford 9* Partial Battery.



## Grade 6 performance

(Table 6.7, continued)

Description	DB (Deafness and Blindness)		A (Autism)		TBI (Traumatic Brain Injury)		504 (otherwise qualified handicap under Section 504 of the Rehabilitatio n Act of 1973)		DD (Develop- mentally Delayed)	
Number Tested	0		24		12		712		1	
	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS
Reading Vocabulary	*	*	47	662.7	32	645.3	57	672.7	*	*
Reading Comprehension	*	*	40	646.6	25	629.4	56	664.4	*	*
<b>TOTAL READING</b>	*	*	<b>46</b>	<b>656.8</b>	<b>26</b>	<b>635.1</b>	<b>57</b>	<b>667.1</b>	*	*
Mathematics: Prob. Solving	*	*	45	644.2	*	*	72	671.7	*	*
Mathematics: Procedures	*	*	39	644.3	*	*	56	663.3	*	*
<b>TOTAL MATHEMATICS</b>	*	*	<b>43</b>	<b>645.3</b>	*	*	<b>65</b>	<b>666.8</b>	*	*
Prewriting	*	*	31	606.3	*	*	40	618.6	*	*
Composing	*	*	40	619.4	*	*	53	634.1	*	*
Editing	*	*	43	617.2	*	*	57	632.4	*	*
<b>LANGUAGE</b>	*	*	<b>36</b>	<b>613.8</b>	*	*	<b>50</b>	<b>627.9</b>	*	*
<b>PARTIAL (Basic) BATTERY</b>	*	<b>N/A</b>	<b>45</b>	<b>N/A</b>	*	<b>N/A</b>	<b>60</b>	<b>N/A</b>	*	<b>N/A</b>

## NOTES:

- \* To maintain confidentiality of individual students' results, a given subgroup's summary data are not presented for any subtest or subject area total that is taken by 10 or fewer students in the subgroup.

**N/A** Scaled scores are not available for the *Stanford 9* Partial Battery.